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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) inferential questions in four basal readers; (2) reading instruction in an effective school setting; (3) the social-emotional dimension of teacher-student interactions during beginning reading instruction; (4) the effects of story enactment and teacher-led discussion on preschool children's story comprehension; (5) the use of modified maze procedures to improve the reading comprehension of first grade children; (6) the influence of a prekindergarten teacher's whole language model of reading on a group of parents; (7) the development of children's text summarization skills; (8) pictures, adjunct questions, and learning from text; (9) factors related to book sharing behaviors of parents and young children; (10) the effects of illustrations on a context method of learning reading vocabulary for fourth grade students; (11) the effect of small group and computer assisted inference training programs on students' comprehension of implicit causal relationships; (12) the effects of imagery training and listening to fairy tales on reading comprehension and creativity of third grade students; and (13) function word recognition in beginning reading. (FL)

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AN INVESTIGATION OF INFERENTIAL QUESTIONS IN FOUR BASAL READERS AT THE INTERMEDIATE LEVEL

Order No. DA8403245

AGOPIAN, GLORIA JOLOLIAN, ED.D. *Columbia University Teachers College*, 1983. 113pp. Sponsor: Professor A. Harry Passow

This study looks at the adequacy of four leading reading programs and questions whether these programs pay sufficient attention to developing complex thinking skills.

Contemporary research indicates that teachers tend to use far more literal rather than inferential questions. This study analyzes the questions that accompany standard reading texts to see if they demand and require students to give rigorous, thoughtful, cogent answers and thereby develop critical thinking.

Critical thinking is an essential skill for coping with the demands of modern day society, and schools play a key role in developing cognition. The work of Bloom and others has helped teachers and educators on a theoretical level to distinguish between the different complex components of understanding, and the research of Piaget has shed much light on the hierarchical development of thought. However, there remains a paucity of practical research into the cultivation of intellectual development. This research attempts to show how the asking of questions can be used to elicit answers that demand inferential thought. By analyzing questions with the content of the answer in mind, it is possible for teachers to improve their teaching strategies through questioning, and for pupils to stretch their cognitive resources through their answers.

The questions that accompany the basal readers are intended to assist the teacher and to act as a model for his/her own questions. Consequently, these questions may be considered a normal part of teaching strategy. If these are shown to be inadequate, then there are considerable ramifications for curriculum development in the field of reading and critical thinking.

Four reading series were randomly selected from the ten most used publications. The questions accompanying texts were categorized according to the type of cognitive skills required to answer them. A sampling procedure was used to select data, which were then analyzed and interpreted. From these conclusions, recommendations for educational practice in the development of inferential thinking through questioning are drawn, as well as recommendations for future research in this area.

READING INSTRUCTION IN AN EFFECTIVE SCHOOL SETTING: A CASE STUDY OF SUFFOLK, VIRGINIA ELEMENTARY SCHOOLS

Order No. DA8328756

BEACH, MARY LOUISE, ED.D. *University of Virginia*, 1983. 228pp. Major Adviser: Robert Lynn Canady, Ed.D.

The primary purpose of the study was to investigate the contribution of six selected organizational effectiveness functions to a definition of an effective school setting for reading instruction. The second purpose was to determine the influence of reading materials in the school setting while controlling for the effects of the setting.

A mixed form design in the case study method was employed. Two instruments were constructed for the collection of data. The population was purposefully selected and included teachers and administrators from the nine elementary schools of the Suffolk Public Schools in the Commonwealth of Virginia. A two group classification scheme of effective and ineffective was determined, and seven predictor variables were used to distinguish between the two groups. Using discriminant analysis, the null hypotheses were rejected at the .05 level of significance.

It was determined that the effective and ineffective schools were statistically different on a linear combination of six predictor variables of organizational effectiveness, and that the variable of morale was the most potent contributor to the discriminant function. The percent of grouped cases correctly classified was 58.9. The two groups also were statistically different relative to the influence of reading materials in the school setting. The variable of reading materials was the most potent contributor to the new discriminant function, and the grouped cases correctly classified improved to 74.34 percent with inclusion of the materials variable.

Qualitative findings relative to the differences between schools were determined. Personnel in the effective school group made few opportunities for communication, displayed a sense of urgency, and exhibited professional competition and criticism. Personnel in the ineffective school group used communication patterns described as frequent and relaxed and generally were satisfied with all facets of the school. Large differences existed between the two groups of schools relative to the variety and use of supplementary reading materials while slight differences existed relative to the selected basal reading series materials.

THE SOCIAL-EMOTIONAL DIMENSION OF TEACHER-STUDENT INTERACTIONS DURING BEGINNING READING INSTRUCTION

Order No. DA8328732

BEDROSIAN VERNON, MARY LOU, ED.D. *University of California, Berkeley*, 1983. 203pp.

Learning to read in the primary grades is to a significant degree a social activity deeply embedded in the interactions between teachers and students. Research on differential teacher treatment suggests that interaction patterns vary markedly across reading groups of varying ability. However, while some research questions are being answered, a number of questions remain due to inconsistent findings in this area of study. One explanation for these inconsistencies lies in the methodology used to analyze teacher-student interactions. Traditional approaches fail to recognize the social-emotional dimension of teacher-student interactions and neglect to include the nonverbal as well as the verbal behaviors in their analyses. Contextual explication, the approach of analysis used in the present study, investigates the social-emotional dimension of teacher-student interactions through an analysis of the verbal and nonverbal behaviors of teachers and students.

The purposes of the present study are threefold: (1) to describe the social-emotional environments of high and low ability reading groups, highlighting student-initiated events, question-response-evaluation events, chatting events, and evaluation events; (2) to compare observer and student perceptions of differential teacher treatment; and (3) to determine the relationship between the social-emotional environment and instructional effectiveness. Beginning reading group lessons of high and low ability students in four first-grade classrooms were videotaped. The Social-Emotional Dimension Coding Manual was used to code transcripts of teacher behaviors of informality, trust, warmth, and support as reflected in the teacher-student interactions.

Adjusted frequencies and proportional tabulations of behavior were computed and chi-square tests of binomial proportions were performed to investigate differences between the high and low ability reading groups. The results indicate that: (1) the overall social-emotional environment was found to be more favorable in high ability reading groups than in low ability reading groups, although the extent and manner of differential treatment varied across teachers; (2) observer and student perceptions of differential teacher treatment were in agreement for two of the four classrooms; and (3) instructional effectiveness was scored higher in reading groups of more favorable social-emotional environments than in reading groups of less favorable social-emotional environments. Implications for future research and practice are presented.

EFFECTS OF STORY ENACTMENT AND TEACHER-LED DISCUSSION ON PRESCHOOL CHILDREN'S STORY COMPREHENSION

Order No. DA8324941

BENNETT, TERESA CLAIRE, PH.D. *The University of Florida*, 1983. 186pp.
Chairperson: Linda Leonard Lamme

The purpose of this study was to investigate the effect of story enactment and teacher-led discussion on low income black preschool children's story comprehension as measured by a criterion-referenced test and two retelling tasks which were analyzed for formal elements of a story.

The study involved 45 preschoolers (3½ to 4½ year old) in six Title XX (federally funded) daycare centers in Gainesville, Florida. The pretest administered by graduate students in the Speech Department was the Test of Early Language. The posttest data, the criterion-referenced test and two retelling tasks were collected by the teachers who carried out the four-week curriculum and by the experimenter.

Analysis of covariance was used to test for treatment effects on 11 dependent variables. Chi-square analysis was done on 6 variables which were dichotomous. The significance level was set at $\alpha = .05$.

The four-week literature curriculum was carried out by volunteer teachers in six daycare centers. The enactment group was provided books, filmstrips, cassettes, instructions and props for each story. The teacher-led discussion group was provided books, filmstrips, cassettes, instructions and specific questions and appropriate answers for each story. The control group was provided books, filmstrips and cassettes for each story.

The enactment and teacher-led discussion treatments had a significant positive effect on the criterion-referenced test on *Little Red Riding Hood*, total formal elements score and unity on *The Gingerbread Man*. These results suggest that a literature curriculum utilizing enactment or teacher-led discussion can significantly improve preschool children's story comprehension, particularly in regard to recall.

A QUALITATIVE ANALYSIS OF THE READING COMPREHENSION AND ATTITUDES TOWARD READING OF FIRST GRADERS TAUGHT BY TEACHERS WHOSE IMPLICIT THEORIES OF READING DIFFER

Order No. DA8325661

CAPPLEMAN, HELEN GRACE, PH.D. *Duke University*, 1983. 150pp.
Supervisor: Michael L. Michlin

The purpose of this study was to examine the effects of first grade classroom teachers' implicit theories of reading on the reading and attitude toward reading of their students. It was found that the beliefs and instructional emphases of teachers do affect the reading strategies and types of miscues of their students. No difference was found in students' attitudes.

Students who were taught by teachers who consider reading a series of subskills to be mastered (Subskill) depend on the graphophonic cue system of language to the point that comprehension suffers. They produce more nonwords, more semantically unacceptable miscues, and tend to produce more grammatically unacceptable miscues. Also, they less often notice when what they have said changes the meaning of the story and correct it.

Students taught by teachers who consider reading a problem-solving process (Holistic) more often produce miscues which do not sound or look like what is written. Yet what they say more often makes sense, follows the story line, and is likely to be grammatically unacceptable. Finally, when a miscue changes the story's meaning, they more often correct it; when it does not change the meaning, they do not correct it.

Holistic students had higher Comprehension Process Scores, but there was no difference in the two groups' cloze test scores.

Sixteen first grade teachers were selected from a survey as the Holistic and Subskill teachers. All teachers used the same reading program and skills management system. The oral reading miscues, literal comprehension, Comprehension Process Score, and attitude toward reading of 102 students chosen randomly from these teachers' classes were analyzed. Students read a story written for children, completed a cloze test, and responded to the Estes Attitude Scale (modified). Analysis of miscue types and Comprehension Process Scores showed Holistic students use reading strategies more likely to result in high comprehension.

INSTRUCTIONAL USE OF MODIFIED MAZE PROCEDURES TO IMPROVE THE READING COMPREHENSION OF FIRST GRADE STUDENTS

Order No. DA8400993

COOK-BACKER, ROSEMARY, ED.D. *University of Maine*, 1983. 150pp.
Adviser: Rosemary A. Salesi, Ed.D.

This study followed a posttest-only design which sought to determine if two modified maze procedure treatments would significantly affect the scores of subjects on the *Gates-MacGinitie Reading Test* (GMRT) and portions of the *Reading Miscue Inventory* (RMI).

Forty-one first grade students from two classrooms in a Maine school were randomly assigned to either a maze with discussion group, a maze without discussion group, or a control group. The research carried on in Class 2 was considered as a replication of that done in Class 1.

Stories from a basal reader were adapted for use as twelve maze treatment exercises. The first eight exercises employed a format in which two of the three words presented vertically in brackets, and offered as word choices, made sense. The last four exercises employed a format in which one of the three word choices made sense, one did not, and a blank replaced the third word. Subjects could either circle a word which was offered or write in a word. The exercises, taking approximately twenty minutes each to complete, were done at the rate of one per day for twelve consecutive school days. In each class, the group receiving maze with discussion had a twenty-minute discussion following the completion of each exercise.

Four null hypotheses were tested by one-way analysis of variance. Results were: None of the three treatments resulted in significantly higher means on any of the dependent variables for Class 1. Significant differences were found on every dependent variable for Class 2. The significant differences found in results from Class 2 took three forms. (1) On both the vocabulary and comprehension subtests of the GMRT, significant differences were found between means for Group A (maze without discussion) and Group C (the control group). (2) With respect to scores for no loss of comprehension, using the RMI procedures, both Group A and Group B achieved significantly higher mean scores than Group C. (3) With reference to self-corrections, all of the treatment groups had mean scores which differed significantly from the other two, with Group A having the highest and Group C having the lowest.

THE INFLUENCE OF A PREKINDERGARTEN TEACHER'S WHOLE LANGUAGE MODEL OF READING ON A SELECTED GROUP OF PARENTS

Order No. DA8406186

ENGLEY, ELIZABETH ANNE, PH.D. *University of Missouri - Columbia*, 1983. 188pp. Supervisor: Dr. Stevie Hoffman

The purpose of this descriptive study was to determine the extent of the influence of a prekindergarten teacher's belief in and use of a whole language model of reading in the classroom and in the home on parents' reading and teaching strategies with their young children.

A year-long parent education program was planned and implemented by the teacher/investigator to introduce parents to and involve them in the whole language approach to children's development of literacy. Workshops, weekly newsletters, home learning activities and invitational classroom observations comprised the program for the families of the sixteen children in the teacher's prekindergarten classroom.

Pre and post data were collected from interviews, questionnaires and audio tapings to (a) assess the characteristics of the home learning environment of each family as related to fostering literacy in the children; (b) determine each parent's model of reading and understanding of the reading process; (c) describe the language used by parents in their teaching strategies during a reading event with their children; and (d) determine any changes in parents' reading and teaching strategies over the course of the parent education program that would indicate their increased knowledge and understanding of the natural development of reading in young children.

Descriptive analysis of the data, along with investigator field notes, confirmed that the parents' views of the reading process and their reading strategies with their children were influenced away from a previously held Skills Model of reading towards a Meaning-Centered Model of reading held by the classroom teacher. This trend was significant: in the fall, fourteen parents were in the Skills Model of reading and two were in a Transition Model; however, in the spring, only five parents were in the Skills Model, nine were in the Transition Model and two were in the Meaning-Centered Model of reading.

The findings from the study gave credence to the position that parents are interested in and concerned about their children's development of literacy, that they want to understand how they can support their children's learning, and that, when they have research knowledge about the learning to read processes, they do learn reading and teaching strategies that will foster young children's natural development of reading. The teacher's role is a significant one in this process.

A COMPARISON OF THE CROSSTIES, ALPHA-TIME, SULLIVAN, AND BOOKMARK READING READINESS PROGRAMS IN KINDERGARTEN

Order No. DA8325590

FRONIABARGER, ELOISE WHEATON, ED.D. *Jackson State University*, 1983. 115pp.

This study compared readiness gains of children instructed via four reading readiness programs: *Cross-ties*, *Alpha-Time*, *Sullivan*, and *Bookmark*.

Subjects were 51 boys and 47 girls enrolled in four elementary schools with high concentration of children from low-income families in a metropolitan area in central Mississippi. Subjects were not randomly assigned, but selected using criteria designated by Title I guidelines. Subjects were pretested in the fall of 1981 and posttested in spring of 1982 with the Metropolitan Readiness Test. The four groups were compared on the achievement gain scores in four areas: auditory memory, visual matching, language, and composite scores.

Eight null hypotheses of the study stated there will be no significant differences among the four reading readiness programs in gains made by boys on: (1) auditory memory; (2) visual matching; (3) language; (4) composite scores; and gains made by girls on: (1) auditory memory; (2) visual matching; (3) language; and (4) composite scores.

No significant differences were found for boys (on auditory memory, visual matching, and composite scores) or for girls (on visual matching). A significant difference was found for boys on language.

Multiple comparisons by the Mann-Whitney U test revealed that *Bookmark* was significantly better than those of *Sullivan*, *Crossties*, and *Alpha-Time*. Since the boys differed significantly at the .05 level, the null hypothesis was rejected.

Auditory memory, language, and composite scores, significant differences were found for girls. Multiple comparisons by the Mann-Whitney U test revealed that *Bookmark* was significantly superior to those of *Sullivan*, *Crossties*, and *Alpha-Time*. Since the girls differed significantly on auditory memory, language and composite scores, the null hypotheses were rejected at the .05 level.

For further research this study may be replicated using another geographical location, population, sex, parent involvement, socio-economic backgrounds which may promote effectiveness in reading readiness.

INVESTIGATING TWO TEACHING STRATEGIES AND TWO EXAMPLE SEQUENCES FOR TEACHING THIRD GRADERS TO COMPREHEND ANAPHORIC RELATIONSHIPS

Order No. DA8325271

HADDOX, PHYLLIS LOUISE SCHMIDT, PH.D. *University of Oregon*, 1983. 149pp. Adviser: Douglas W. Carnine

This study compared three interventions for teaching third graders to comprehend anaphoric relationships. The three interventions were created from two item sets and two methods of teaching antecedent identification. A Broad-range was set constructed, following principles of instructional design and sequencing. A Grammatical set was designed to sample the anaphoric types. Both sets were intended to be similar to passages that occur in textbooks. The two methods of teaching were an imagery strategy including a self-checking procedure and a practice with feedback method. The three treatment interventions produced by combining item sets and teaching methods were: Imagery/Broad-range; Imagery/Grammatical; and Practice with Feedback/Grammatical. The measures were pronoun-antecedent identification in short (one- to three-sentence long) passages and pronoun-antecedent identification in the context of a long expository passage, and recall of factual information dependent on the student's identification of pronoun antecedents. Post- and maintenance tests were administered.

Fifty-seven third grade students, randomly assigned to the three treatments, received small-group instruction for an average of 26 minutes a day for three consecutive days. The teaching for each intervention was done from scripts which included specified wording for presentation of training examples, correction procedures, and reinforcement.

On the day after treatment the three post tests were administered. Two weeks after treatment a parallel set of three measures was administered.

Separate 3 x 2 analyses of variance with repeated measures on one factor (time of test) were performed on scores from the three immediate and delayed posttests. Planned comparisons conducted on the between group factor (type of treatment) revealed that the Imagery groups performed significantly better than the Practice with Feedback group in identifying antecedents in short and long passages; however, there were no differences between the two Imagery groups. No significant differences were found in comprehension scores.

TRAINING SIXTH GRADERS TO USE GENERAL COMPREHENSION MONITORING STRATEGIES FOR EXPOSITORY TEXT PROCESSING Order No. DA8402570

HAHN, AMOS LEROY, PH.D. *University of Maryland*, 1983. 110pp.
Supervisor: Dr. Ruth Garner

Sixty sixth-grade students who were labeled as weak comprehension monitors according to a metacognitive questionnaire were the subjects for this study. Thirty subjects were randomly assigned to a training condition and 30 subjects to a control condition. Subjects in the training condition were trained to use four general monitoring strategies while reading expository text.

Training was administered over eight consecutive days. Time and materials (except for the first day) were the same for the control group. Scripts were developed for both groups to ensure uniformity of instruction since the study was conducted at two different sites. Following training, 46 subjects (seven subjects were dropped from each group due to absenteeism) participated in two posttest sessions. The first session occurred the day following the last training session and the second occurred one week later. Subjects read two different expository passages and were asked to generate a written recall of the passages read. Both posttest sessions were viedotaped. All training subjects and 10 randomly chosen control subjects were administered a posttest interview.

The dependent variables in this study were: number of self-questions asked, number of unclear information bits underlined, number of text lookbacks leading to correct responses and number of important information units recalled. Results of this study indicated significant differences between training and control subjects' use of self-questions asked, number of unclear information bits underlined and the number of important information units recalled. Significant differences were found for time-of-test for both groups on text lookbacks and important information units recalled. There was no difference between the two groups on the text lookback variable. A nonsignificant correlation was found for the number of monitoring strategies used and the number of important information units recalled.

These findings were interpreted as support for the training of general monitoring strategies. Limitations of this study and future research directions are provided.

THE DEVELOPMENT OF CHILDREN'S TEXT SUMMARIZATION SKILLS Order No. DA8401743

HAHN, JOAN MOLTER, PH.D. *University of California, Santa Barbara*, 1983. 132pp.

The formation of summaries of short informational texts by children was examined in two experiments. Developmental issues were addressed by comparing the summarization skills of children in fourth versus sixth grades. In both experiments, material included in the summaries was examined to determine what types of information reduction operations were used by the children. The following set of operations was observed: copy detail, combine details within or across paragraphs, copy topic sentence, generate topic sentence for one paragraph or for the entire passage, generate a title for one paragraph or for the entire passage. Overall, developmental differences were found. The sixth graders generally used a greater number of summarization operations and used them more appropriately than the fourth graders. The sixth graders tended to move away from the less sophisticated copy detail operation toward operations that permitted them to convey the whole idea of the text being summarized. The fourth graders persisted in copying detail statements from the text even when such statements produced inappropriate summaries and failed to capture the main idea of the text. A second manipulation in both experiments allowed the examination of the relationships among successively shorter summaries. The relationships were classified as systematic, semi-systematic or non-systematic. Developmental differences were observed in the degree of systematicity, with sixth graders showing more systematicity than fourth. The two experiments also included a contrast between texts in which topic sentences were included in the passages as compared to texts in which they were not. The effects of this variable varied between the two experiments and different patterns of effects were observed in the two grades. Each experiment used a different type of informational text passage. In experiment one, a Description/Example text was used. In these texts, each statement exemplified the claim made in the topic sentence. In experiment two, Thesis/Evidence text, each statement was an argument leading to the conclusion that was stated in the topic sentence. Consistent with previous research, the formation of summaries for the type of text used in experiment one was somewhat easier than for the type used in experiment two. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

READINESS AND CONCEPT GAINS IN DAILY STORYREADING VS. BIWEEKLY STORYREADING IN PUBLIC KINDERGARTEN Order No. DA8323020

HAMMER, PEGGY JOYCE PENNINGTON PARKER, PH.D. *Texas Woman's University*, 1983. 204pp.

The purpose of this study was to determine the effectiveness of the use of daily storyreading and biweekly storyreading in early childhood kindergarten education--to determine if the utilization of daily storyreading in addition to the traditional basal series and activities resulted in greater levels of student readiness skills and concept gains. The experimental heterogeneous intact groups of kindergarten children from two classrooms in two urban elementary schools were from a large North Texas Metroplex school district. The experimental group was comprised of 21 children and 25 children comprised the control group.

The method of investigation was a treatment group-control group, pretest-posttest design. In August, 1982, test proctors, with the aid of the teachers, administered the Metropolitan Readiness Test, Level I--also they were pretested on the Boehm Test, Form B, Booklet 1. In the last week of February, 1983, children in both the experimental and control groups were posttested using the Metropolitan Readiness Test, Level II--also they were posttested on the Boehm Test, Form B, Booklet 2.

The experimental group lost four students due to attrition, whereas the control group lost eight students. This left 17 students in each group completing the experiment.

Research procedures that were used to test the null hypotheses included a two-tail t-test for independent samples. No significant differences were found on the Boehm or Metropolitan Gain Scores, suggesting that the two groups gained at approximately the same rate. Both groups were collapsed; paired t-test were performed between the pretest and posttest on each of the Boehm and the Metropolitan. Significant gains were observed on each test--both groups gained significantly at approximately the same rate.

The experimental group did not score higher than the control group on reading readiness or concept gain scores due to unexpected extraneous variables (extra reading materials used by the control group--ALPHA TIME, DUSO, The Bank Street College of Education, and The New Macmillan Reading Program).

The conclusions were not based on the statistical analysis but were based upon the observable actions and reactions of the students involved. The children in both groups eagerly awaited their storyreading time. Both groups overwhelmingly enjoyed hearing stories read aloud to them as was indicated by their attentiveness and receptiveness. The daily implementation of storyreading or biweekly storyreading supplement with a diverse orchestration of equally motivating learning materials may be invaluable in early childhood education.

PICTURES, ADJUNCT QUESTIONS, AND LEARNING FROM TEXT

Order No. DA8403793

Ho, Curtis P., Ph.D. *Arizona State University*, 1983. 74pp.

Research on adjunct aids indicates that both text-embedded questions and text-redundant pictures are effective in facilitating learning from text under certain conditions. However, the effects of a combination of pictures and questions have not been thoroughly investigated. Evidence on the influence of questions on learning of unquestioned content is also inconclusive. The present study was conducted to investigate the effects of pictures and adjunct questions, both individually and in combination, on learning from written text. Effects of questions on learning unquestioned content were also examined.

The sample consisted of 311 fourth graders. Subjects were blocked into high and low reading levels based on standardized reading scores and were then randomly assigned within level to experimental treatments. The six treatment groups resulted from crossing three question conditions (questions embedded after odd paragraphs, questions after even paragraphs, and no questions) with two picture conditions (pictures and no pictures). The odd and even paragraph conditions were included to permit counterbalancing of questioned and unquestioned content.

The instructional materials, an 800-word passage on the killer whale, had a readability index of 4.37. The passage was prepared in six versions corresponding to the six experimental treatments.

A 24-item short-answer completion test was administered following the treatment. Data were analyzed using a 3 (question) x 2 (picture) x 2 (reading level) ANOVA with total and partial (odd paragraphs and even paragraphs) test scores as dependent variables.

Significant differences were obtained for all three experimental variables favoring questions over no questions, pictures over no pictures, and high over low reading ability. Pictures and questions in combination were significantly more effective than either condition alone. Questions neither facilitated nor inhibited performance on unquestioned content.

The results raised several considerations for designing textual material. A picture-question combination appears to be most effective, at least at the fourth-grade level. Cost and efficiency are also important. Whereas illustrations typically cost more to produce than questions, questions required significantly more learning time than pictures in the present study. The importance of each of these factors in the specific situation must be taken into account in making decisions about development of instructional materials.

THE EFFECTS OF PLACEMENT AND ADVERTISEMENT OF BOOKS ON THE AMOUNT AND NATURE OF READING DONE BY FOURTH-GRADE STUDENTS

Order No. DA8405157

Lawson, Mary Ann, Ph.D. *Arizona State University*, 1983. 118pp.

The main purposes of this study were to examine the differential effects of placement and advertisement of books on the amount and nature of reading done by fourth-grade students. Subjects were 149 fourth-grade students in six intact classrooms. Three classrooms from each of two schools were randomly assigned to one of three treatment groups. Children in Group 1 chose books for recreational reading from a pre-selected group of books set aside for them in the school library. These pre-selected books were those identified as popular with intermediate grade children. Books were selected from eight general categories which included the following: tall tales/fantasy, adventure/mystery, realistic fiction, animals, humor, information, sports, and biography. Students in Group 2 listened to book talks given by the librarian, received annotated book lists, and had posters advertising books displayed in their classrooms. These children then chose books from the entire school library. Children in Group 3 chose books from the school library without guidance. Children in all groups kept records of books they selected to read over the eight-week period of the study. The two independent variables in the study were type of treatment and book category. The dependent variable was the average percentage of pages read in books selected by the children.

Results of the study indicated that children who chose from a pre-selected group of books read a significantly higher percentage of the pages of those books than children who heard book talks and received annotated book lists, or those who chose books without guidance. Results also indicated that students in all groups chose from different categories but that these categories varied across groups.

A COMPARATIVE STUDY OF THE READING ACHIEVEMENT OF PUPILS EXPOSED TO COMPUTER-ASSISTED READING INSTRUCTION, PRESCRIPTIVE READING INSTRUCTION, AND TRADITIONAL READING INSTRUCTION

Order No. DA8402158

Levy, Chester, Jr., Ed.D. *Texas Southern University*, 1982. 90pp.
Adviser: Professor Sumpter L. Brooks

The purpose of this study was to determine which of three methods of teaching reading was most effective by comparing the reading achievement of 300 pupils randomly selected from six elementary schools in the Port Arthur Independent School District who were exposed to computer-assisted reading instruction, prescriptive reading instruction, and traditional reading instruction. The pupils were composed of 70% black, 20% white, 5% Hispanic, and 5% Vietnamese, whose reading achievement was determined by administering the *Comprehensive Tests of Basic Skills* as pretest (spring 1979) and posttest (spring 1980).

The research design used in the study was a pretest/posttest, control group design. A one-way analysis of covariance was utilized to statistically test the null hypotheses. The dependent variables were reading achievement scores (vocabulary, comprehension, and total reading), and the independent variable was methods of teaching reading. In those cases where significant F-ratios were found, post hoc Scheffé tests were used to determine the source of the significance. The .05 level of confidence was set as the criterion for rejecting or not rejecting the null hypotheses.

Based on the findings of the study, it was concluded that: (1) The traditional reading method was more efficient than the prescriptive method and the computer-assisted method for increasing both the total reading and reading vocabulary scores of fourth- and fifth-grade pupils. (2) The traditional reading method was more efficient than the prescriptive method for increasing the reading comprehension scores of fourth- and fifth-grade pupils. (3) There was no difference in the efficiency of the traditional reading method and the computer-assisted method for increasing the reading comprehension scores of fourth- and fifth-grade pupils. (4) There was no difference in the efficiency of the prescriptive reading method and the computer-assisted method in increasing either the total reading, vocabulary, or comprehension scores of fourth- and fifth-grade pupils.

REDUNDANCY THROUGH RELATIONAL AND ABSTRACT REBUSES: A STRATEGY FOR FUNCTION WORD RECOGNITION IN BEGINNING READING

Order No. DA8328517

LOUCKS, GAIL MERWIN, ED.D. *University of San Francisco*, 1983. 130pp. Chairperson: Joan Hyman

This study explored the relationships among three levels of rebuses (high, medium, low) and strategies for recognizing function words in beginning reading. The rebuses were taught through three different instructional treatments (delayed interaction, paired associate, traditional orthography). The treatments were then analyzed by rebus and three levels of reading readiness (good, average, and poor). The theoretical constructs for this study were generated by Gestalt theory of perceptual organization and by redundancy as espoused by Smith's model of reading.

Twenty-seven good, average, and poor readiness kindergartners were randomly assigned to three instructional groups which were then assigned to treatment, each group receiving all three treatments and function words in one of three orders. This allowed for a complete randomized design with subjects acting as their own controls.

Two of the independent variables were experimental treatment and subject readiness. The third variables, rebus, was a confounding variable because the variations in the cue-generating ability of each rebus had to be controlled. The dependent variables was the number of words recalled on a word recognition task.

An analysis of variance was calculated to assess effects due to the two independent variables and the confounding variable.

The results indicate that although the delayed interaction strategy performed better than traditional orthography, it did not function as well as the paired associate.

In analyzing rebus strength, the rebus with the highest associative value did significantly better than those with medium or low. It appears to hold the strongest self-cueing property, whereas the medium and low were too abstract for subjects who needed strong semantic cues.

As would be expected, the good readiness group did significantly better than the average or poor. These subjects appeared to be able to integrate and make maximum use of all available sources of redundancy, both visual and nonvisual.

The paired associate instructional strategy provided the strongest redundancy and thus was the most effective instructional strategy. The delayed interaction strategy was only effective for good readiness subjects but not for average or poor readiness children. In contrast to the traditional orthographic approach, the strategies that used rebuses appeared to make a difference.

DEVELOPMENT AND EVALUATION OF SUPPLEMENTARY STUDY-SKILLS INSTRUCTIONAL UNITS FOR THE PRIMARY GRADES

Order No. DA8326702

MCCOY, JUDY GAYE, ED.D. *Northwestern State University of Louisiana*, 1983. 150pp. Directed by: Dr. Bennie G. Barron

The purpose of the study was to develop and evaluate study skills instructional units for the primary grades. The study was divided into phases to facilitate its completion.

The development phase of the study involved surveying classroom teachers, graduate students, and university professors in Louisiana to determine which study skills they believed needed to be introduced, practiced, or mastered by the end of the third grade. From the survey results, five study skills were chosen, and instructional units were written.

Evaluation of the supplementary study skills instructional units was divided into two phases. During the first phase the units were sent to classroom teachers, graduate students, and university professors in Louisiana to be read for clarity and completeness. Revisions of the units based upon the first evaluation were made.

Phase two consisted of the units being taught by first through third grade classroom teachers in Natchitoches, Rapides, and Winn parishes. Written evaluations were made, and observations were scheduled for the purpose of identifying areas of change. Final revisions were made in the supplementary study skills instructional units.

The following recommendations were made: (1) Supplementary study skills instructional units for the primary grades should be utilized with primary grade students in additional classrooms. (2) Revisions of the present set of materials should be made on the basis of feedback from teachers who use the materials on a regular basis. (3) Additional lessons should be developed to use in the primary grades. A similar evaluation procedure should be used to finalize the lessons. (4) Similar units around the functional behaviors of students should be developed for the intermediate grades with the same or parallel evaluation process conducted for refinement of the units. (5) Research studies should be conducted to determine performance of pupils in reading achievement comparing students who use the supplementary study skills instructional units for the primary grades with students who do not use the materials. (6) Research studies should be conducted to determine the effectiveness of the supplementary study skills instructional units for the primary grades on particular study habits and general classroom behavior of primary grade students who use the materials as compared with primary grade students who do not use the materials.

FACTORS RELATED TO BOOK-SHARING BEHAVIORS OF PARENTS AND YOUNG CHILDREN

Order No. DA8405065

MILLER, G. MICHAEL, ED.D. *University of Georgia*, 1983. 144pp. Director: George E. Mason

The purpose of this study was to identify the relationship of the following factors to pre-school children's pre-reading knowledge and receptive vocabulary performance: (1) the amount of time the parent spends reading to the child, (2) the attitude of the parent and the child towards reding, (3) the specific types of interactions between the parent and the child, and (4) the number of children's books in the home.

Complete data were obtained from 28 parent-child reading dyads. The data collection was divided into four stages: (1) parent interview, including parent's receipt of books and attitude scale, (2) administration of the PPVT (assessing the child's receptive vocabulary) and attitude scale, (3) administration of the *Concepts about Print* test (CAP) (assessing the child's pre-reading knowledge) and readministration of the attitude scale, and (4) book-sharing observation, parent interview, return of the completed attitude scale to the researcher. Transcripts of the recorded book-sharing sessions were identified as parent-child interaction types matching pre-determined categoriesand then coded. The data were analyzed by a correlation matrix, partial correlations, and stepwise multiple regressions.

The significant findings of this study were: (1) A significant correlation was found between the CAP and the PPVT. (2) The parent's attitude towards reading was found to be the best predictor of a child's receptive vocabulary performance ($R2 = .43$) and pre-reading knowledge ($R2 = .21$). (3) Correlations between children's vocabulary performance and the amount of time spent reading to the child were significant. Vocabulary performance was also correlated with certain specific types of interactions between parents and children. These factors were also correlated with the reading attitude of the parent.

The major conclusion of this study is that the reading attitude of the parent is the best predictor of children's pre-reading knowledge and vocabulary. Parents with positive attitudes towards reading engage in more frequent booksharing with their children, encourage their children to interact through leading questions, and supply supportive responses to the child's hypotheses. This conclusion seems to support Vygotsky's theory of proximal development and its extension by Bruner who theorized that the parent refines and extends the child's linguistic knowledge by providing links between the known and unknown.

THE EFFECTS OF ILLUSTRATIONS ON A CONTEXT METHOD OF LEARNING READING VOCABULARY FOR FOURTH-GRADE STUDENTS

Order No. DA8327053

NEASE, CHARLES DALE, PH.D. *North Texas State University*, 1983. 164pp.

The purpose of this study was to compare the effectiveness of a context approach to learning reading vocabulary with the effectiveness of the context approach accompanied by illustrations. Subjects were 152 fourth graders from 19 reading classes in 8 elementary schools. Materials included illustrated and nonillustrated vocabulary cards, a researcher-made multiple-choice instrument, and a widely used achievement test, which was used to identify the subjects as good or poor readers.

The researcher-made instrument was administered as a pretest during the first week of the study. Forty-eight vocabulary words were taught during the second through fifth weeks. The instrument was given again as a posttest during week six and as a delayed posttest during week twelve. Results were analyzed wth the analysis of covariance procedure.

The hypotheses of the study predicted that both good and poor readers would learn more words with the Illustrated condition than with the Nonillustrated condition. Further, it was predicted that good readers would learn more words than would poor readers with both conditions.

Results indicated that, contrary to the hypotheses, there was no significant main effect for illustrations. This finding was interpreted in light of the focal attention hypothesis, according to which pictures distract a reader and therefore interfere with learning. In the present study there was no evidence of such distraction. Nor was there support for a dual processing theory in which verbal and nonverbal information would produce additive effects and thereby foster greater gains than would either kind of information alone.

The second major finding, that good readers learned more words than poor readers under both the Illustrated and the Nonillustrated conditions, was interpreted in light of schema theory. It was concluded that the good readers probably possessed more elaborately developed schemata than did the poor readers. Therefore, the former were able to relate their prior knowledge to more of the information presented in the learning activities.

AN ANALYSIS OF READING PROVISIONS FOR GIFTED READERS IN THE MIDDLE GRADES WITH POSSIBLE IMPLICATIONS FOR PROGRAM CONSTRUCTION

Order No. DA8325293

PACE, GLENNELLEN, PH.D. *University of Oregon*, 1983. 194pp. Adviser: Dr. Edna P. DeHaven

This study addressed reading provisions for gifted readers in the middle grades of a nothwestern United States city. The city, home of a major university, has a population of approximately 100,000. The five major goals were: (1) to shed light upon issues surrounding the definition and the identification of gifted readers, (2) to describe actual and ideal provisions for fifth grade gifted readers in the district's classroom reading programs, (3) to identify the features of a desirable reading program for gifted readers in the middle grades as reflected in the literature and to validate the characteristics with a panel of experts in the field, (4) to compare the identified features with actual provisions for gifted readers in the district's fifth grade classroom reading programs and with elementary school reading plans, and (5) to make recommendations for planning appropriate reading programs for gifted readers in the middle grades, based on discrepancies between actual reading program provisions and specified desirable characteristics.

Data were collected from the pertinent literature, the district studied, and a panel of experts. The literature pertaining to reading for gifted readers was synthesized. A questionnaire was developed to assess teacher perceptions about gifted readers, characteristics of an ideal reading program, and their actual reading provisions for these students. A panel of experts responded to the same questionnaire in order to compare their responses to those of the teachers and to validate findings from the literature review. A random sample of teachers also participated in a structured interview, and all elementary school reading plans were examined for evidence of provisions for gifted readers.

The synthesis of the literature produced guidelines rather than prescriptions for defining and selecting gifted readers. From this synthesis a framework for gifted reading program construction also emerged. Data from experts generally supported the findings from the literature. Data from the district revealed a lack of direction district-wide for gifted reading programs, and wide variation in teachers' perceptions about advanced or gifted readers and appropriate programs for these students. Recommendations were made for reading program construction to be coordinated district-wide, and for assistance, including appropriate inservice training, to implement new district guidelines.

A COMPARISON OF TWO PERSONAL COMPREHENSION STRATEGIES; THE PERSONAL OUTLINING STRATEGY AND THE THINK-LINK STRATEGY, AND THEIR EFFECT ON STUDENTS' SHORT TERM AND LONG TERM RETELLING

Order No. DA8405693

PFEIFFER, MARIANNE SANE, PH.D. *University of Maryland*, 1983. 164pp. Supervisor: Robert M. Wilson

The primary purpose of this study was to compare two personal comprehension strategies; the Personal Outlining Strategy (POS) and the Think-Link Strategy (TLS), as to their effect on students' short term and long term retelling of idea units from an expository passage. The secondary purpose of this study was to examine the effect prior knowledge about the passage had on the subjects' short term and long term retelling of idea units.

Sixty-three fourth-grade students judged as average readers participated in the study. The subjects were randomly assigned to either the POS or TLS treatment group. Students were instructed in the use of either the POS or TLS for seven sessions.

At the beginning of the seventh session the subjects completed a prior knowledge inventory. Next the subjects read the expository passage "Pouch Babies" and wrote their most important idea and supporting statements in either outline or think-link form. After completing the outline or think-link each subject went with a data collector and retold everything he/she could remember about the passage on a tape recorder. One week later the subjects were asked to retell the passage again.

Idea units were counted and raw scores were tabulated for each subject for (1) prior knowledge, (2) short term retelling, and (3) long term retelling. An Analysis of Covariance was used to determine and compare the effects of the treatment, the prior knowledge covariate, and the interaction between the treatment and covariate.

Within the limitations of the study it was concluded that subjects in the TLS group recalled more idea units in the long term retelling, but no significant difference was found for the short term retelling. The prior knowledge covariate did not affect the results significantly in either short term or long term retelling. The interaction effect made a significant positive difference in the long term retelling only.

The POS and TLS both appear to be effective instructional strategies for expository text. Further research should be done to verify the results of this study and to explore how the think-link may aid students' organization and retention of information.

THE EFFECTS OF SMALL GROUP AND COMPUTER-ASSISTED INFERENCE TRAINING PROGRAMS ON FIFTH-GRADE STUDENTS' COMPREHENSION OF IMPLICIT CAUSAL RELATIONSHIPS

Order No. DA8407597

PULVER, CYNTHIA JEAN, PH.D. *Purdue University*, 1983. 161pp. Major Professor: Judith W. Irwin

One factor that may cause problems for students while they read is the comprehension of implicitly stated causal relationships (Irwin, 1979). However, it had not been determined whether fifth-grade students can be taught to make these inferences. Computer-assisted instruction (CAI) is utilized effectively in many reading classrooms. It was hypothesized that CAI would be an effective tool for teaching this skill. The purpose of this study, therefore, was to investigate the effectiveness of small group and computer-assisted instruction for teaching fifth-grade students to comprehend implicit causal relationships.

A researcher-developed selection test was administered to 82 fifth-grade students to determine which students were in need of this type of training. It was found that 30 students were in need of the training. These students were randomly assigned to one of three groups: experimental/small group, experimental/CAI, or control. The students in the experimental/small group and the experimental/CAI group were instructed for approximately 30 minutes three times a week for four weeks. They made use of materials developed by the researcher. The experimental/small group was instructed by the researcher. At the end of the instructional period, the students were given a researcher-developed posttest. Both the selection test and the posttest had been extensively field-tested for their reliability and validity.

The data were analyzed through the use of a one-way ANOVA. The independent variable was treatment; the dependent variable the score on the posttest. When significant differences between the treatment means were found, the Newman-Keuls was used to make post hoc comparisons.

The results indicated that there was significant differences between both groups receiving inference training and the control in terms of their understanding of the implicitly stated causal relationships on the posttest. It appears that fifth-grade students can be taught to better understand implicit causal relationships by either the small group instruction or the computer-assisted instruction used in this study. No significant differences were found between the experimental groups. Thus it appears that CAI may be as effective as traditional instruction in teaching students to make causal inferences.

AN EXPERIMENTAL COMPARISON OF THE EFFECTS OF POST-READING DISCUSSION-QUESTIONING AND SEMANTIC MAPPING ON THE PROSE COMPREHENSION OF FIFTH GRADERS

Order No. DA8327746

REUTZEL, DOUGLAS RAY, PH.D. *University of Wyoming*, 1982. 146pp.

The study was conducted to compare the effects of post-reading semantic mapping with discussion-questioning and a control condition of no prose review on the prose comprehension of fifth graders. Modifying the Multi-Group Posttest Only design to include a 3 (levels of reading achievement) x 3 (treatment conditions) randomized blocks factorial analysis of variance, the null hypothesis of no treatment effect was tested.

The blocking variable was determined by administering the Gates-MacGinitie Reading Survey Level D comprehension subtest to 136 fifth-grade subjects. Subsequently, the 136 subjects were randomly assigned from their assigned blocks to one of the three treatment conditions. The treatments were administered according to priorly constituted experimental scripts. The effects of the three treatments were measured using a 250-word (every 5th word deleted) cloze test. The cloze tests were scored using an exact-word replacement procedure.

A mixed-effects factorial analysis of variance revealed a significant main effect ($p < .001$); however, no interactions were found. A planned comparison employing a *t*-test revealed a significant difference ($p < .05$) in the predicted direction between the semantic mapping group mean and the control group mean; however, no significant difference ($p > .05$) was found between the semantic mapping group mean and the discussion-questioning group mean.

In conclusion, semantic mapping was found to be a viable alternative to discussion-questioning when reviewing prose materials with fifth graders. Further research was recommended.

THE EFFECTS OF IMAGERY TRAINING AND LISTENING TO FAIRY TALES ON READING COMPREHENSION AND CREATIVITY OF THIRD GRADERS

Order No. DA8325917

STOLL, JOYCE PHYLLIS, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 145pp. Chairperson: Maurie Hillson

This study was an investigation of the effectiveness of imagery training and listening to fairy tales on creativity and reading comprehension.

The problems that were considered in this study were the following: (1) to examine the effect of extended imagery training on reading comprehension, (2) to ascertain whether listening to fairy tales provides a story grammar that can become an organizational tool in reading comprehension, (3) to study the impact of imagery training on creativity, and (4) to explore the possibility that listening to fairy tales expands the imagination and enhances creativity.

Six third grade classes, consisting of a total of 93 students, were randomly assigned to the three treatment groups. As a check to determine equivalency of the classes, a comparison was made of each class' mean IQ score from the *Short Form Test of Academic Aptitude*. Each group participated in ten weekly sessions which were approximately 20 minutes in length. The three treatment groups were: (a) Control Group--Sustained Silent Reading, (b) Imagery Training Group, and (c) Imagery Training--Fairy Tale Group. The imagery training exercises were the imagination games obtained from DeMille's book *Put Your Mother on the Ceiling*. The imagery training fairy tale group heard fairy tales being read to them from Andrew Lang's *Yellow Fairy Book*.

The study utilized a posttest design with nested classes. The two posttests were the *Torrance Test of Creative Thinking, Figural, Part A*, and the *Gates-MacGinitie Reading Test of Reading Comprehension, Level C*. The data were statistically analyzed using two separate analyses of variance. The results indicated that there were no significant differences between the experimental groups that had imagery training and fairy tales and the control group that had participated in sustained silent reading. Imagery training and listening to fairy tales did not effect creativity or reading comprehension.

The specific role of imagery in reading comprehension and creativity was discussed and modifications of the experimental design were suggested for further research.

EVALUATION OF AN INDIVIDUALIZED EARLY CHILDHOOD READING PROGRAM INCORPORATING SELECTED BEHAVIORAL LEARNING PRINCIPLES Order No. DA8322248

THOMPSON, NATALIE, ED.D. *Columbia University Teachers College*, 1983. 110pp. Sponsor: Professor Robert Holloway

The beginning stages of reading instruction are critical in terms of future reading performance and attitude towards learning. It is essential, therefore, that early childhood reading programs use strategies that make the act of learning to read attractive and successful for each child.

Large and small group instruction do not deal well with variations in reading ability, leaving the slow reader frustrated and the advanced reader bored. In this dissertation it was suggested that by incorporating behavioral learning principles, an early childhood reading program could be designed and implemented which would mediate these deficiencies.

An individualized reading program was described in terms of specific classroom arrangements and instructional strategies using a diagnostic/prescriptive and feedback/correctional format. Materials that were self-instructional and self-correctional were presented through which students could manage their own learning and teachers were free to work with students who needed help.

An experiment was conducted to test the efficacy of this reading program using two intact second grades with similar populations and reading scores, one receiving the treatment (individualized reading program) and the other as a control. Pre- and posttest standardized reading scores were statistically analyzed and using t-tests to check the differences in means and an analysis of covariance to check for any differences in the means of the two groups in the final results.

There was, in fact, a statistically significant difference in the scores in favor of the experimental group in reading comprehension. Although the results seemed promising, it was recommended that this experimental program be replicated and measured in several different contexts using various ethnic groups, social classes, and ability groups.

A DESCRIPTIVE STUDY OF THE INTENTIONALITY OF SELECTED STATE LEVEL TEXTBOOK ADOPTION POLICIES Order No. DA8328092

TULLEY, MICHAEL ALLEN, ED.D. *Indiana University*, 1983. 328pp. Chairperson: Dr. Roger C. Farr

The purpose of this study is to describe the intentionality of (i.e., the purpose of, or reasons for maintaining) those educational policies which prescribe state level textbook adoption.

Data sources included in this study are: (a) the textbook adoption statutes of each of the twenty two "state adoption" states, (b) state produced publications pertaining to textbook adoption policies and procedures, and (c) the knowledge and perceptions of individuals involved in the process of textbook adoption.

Two methods of data collection were utilized in this study: content analyses (of the textbook adoption statutes, and related documents), and interviews (with selected populations of individuals).

Individuals included in this study were (a) regional and national level representatives of those eleven publishing companies who submitted textbooks during the 1982 Indiana Reading adoption, (b) educators and lay persons serving on district level adoption committees (selected from eight Indiana school districts, which are representative of the range of district types within this state), and (c) the senior state level textbook administrator in each of these twenty two states.

Analyses of these qualitative data conform to those procedures typically associated with the naturalistic paradigm, and reveal nine cross-context issues pertaining to the intentionality of state level textbook adoption. These include, control of textbook costs, control of the marketing practices of the publishing industry, providing order and structure to the adoption process, providing for public input into the adoption process, saving time and work for local school districts, providing for some degree of statewide curricular uniformity, and ensuring textbook quality.

EFFECTS OF THREE INSTRUCTIONAL VOCABULARY FORMATS ON FIFTH GRADE SUBJECTS' ABILITY TO RESPOND TO THREE QUESTIONING CONDITIONS Order No. DA8328523

WEISGERBER, STEPHEN F., ED.D. *University of San Francisco*, 1983. 192pp. Chairperson: Dr. Joan Hyman

Statement of the Problem. If reading is getting the message from context, and if, in the reading process, context supplies redundant cues to meaning, then would instructional formats using varying degrees of context restrictiveness (ways in which word meanings are introduced), differentially effect vocabulary learning of fourth grade students? This study is based on Taba's theory of cognitive commerce and Ruddell's theory of the continuum of comprehension levels which run from recall of information to inferential judgement.

Three treatments for teaching new vocabulary words were used to represent three degrees of context restrictiveness. They were least restrictive, restrictive, and most restrictive instructional formats. In all three formats, subjects were required to infer the meanings of words by using the redundant context cues. The words were then presented in the final vocabulary test in analogy, cloze, and matching questions.

It was hypothesized that words presented in the least restrictive format would cause the highest score on the final vocabulary test. Restrictive format would produce second highest scores and the most restrictive format would produce the lowest scores on the test.

Methods and Procedures. Seventy-two fifth grade subjects were stratified by reading achievement level and randomly assigned to three treatments. Subjects remained in their regular classrooms where vocabulary was presented at listening posts.

After vocabulary presentation, they read specially prepared social studies texts and completed a test composed of analogy, cloze, and matching questions.

Results. While none of the major hypotheses were confirmed, it was determined the restrictive format had greatest impact upon learning. It represented the process of "cognitive commerce", and produced the highest scores overall in all treatments except high ability subjects' scores on matching questions. It is a method which combines a familiar learning style with a new step into the cognitive area of questions and inference. The most restrictive format produced the second highest scores which may have resulted from format familiarity. The least restrictive approach confused subjects and possibly presented a cognitive task which the subjects were unable to perform.

Conclusions. Rote format (most restrictive) was familiar to most subjects but was not the format for which subjects achieved highest scores. Restrictive format produced highest overall achievement and supported Goodman's reading theory of redundancy and Taba's theory of "cognitive commerce".

THE USE OF ORTHOGRAPHIC STRUCTURE BY MORE AND LESS SKILLED READERS

YOUNG LOVERIDGE, JENNIFER MARGARET, PH.D. *University of Toronto (Canada)*, 1983.

Research has shown that poor readers do not use orthographic structure as effectively as good readers. What is not clear is whether this difference is the result of poor readers having less knowledge of structure because of their limited reading experience, or whether it is due to a basic inability to learn structure on the part of poor readers. The aim of the present study was to examine the role of experience in the use of orthographic structure by good and poor readers. Novel stimuli were used in addition to familiar English stimuli to control for differences in knowledge of specific structures as a result of experience. A comparison group of average fourth-grade readers was used in addition to good sixth-grade readers for comparisons with poor sixth-grade readers in order to clarify the role of experience both with specific structures and with the general rules and regularities governing words.

A simultaneous matching task was used in which the time it took subjects to decide whether two strings of letters were the 'same' or 'different' was measured. Strings were either structured or unstructured, and either English or novel. Following the matching task, a short recognition test was given.

The results showed that poor sixth-grade readers used structure to speed their matching judgements just as effectively as good sixth-grade readers. Furthermore, the equivalence of the two groups in their use of structure held for English as well as novel stimuli, although the structure effects for English were larger than those for novel stimuli. The average fourth-grade readers appeared to make greater use of structure than either of the two sixth-grade groups but the reasons for this were not clear.

Poor sixth-grade readers differed significantly from both the good sixth-grade readers and the average fourth-grade readers in making more errors on the matching task. This finding was interpreted as reflecting differences in attention to the task. Poor sixth-grade readers also differed from good sixth-grade readers in recognizing significantly fewer items on the recognition test, possibly because of stimulus-encoding difficulties.

THE INFLUENCE OF FAMILIARITY OF CONTENT AND DENSITY OF TEXT ON THE COMPREHENSION OF EXPOSITORY TEXT BY MIDDLE GRADE STUDENTS

Order No. DA8406328

ZIESK, EVA SOLOMON, PH.D. *New York University*, 1983. 165pp.
Chairperson: Professor Angela Jaggar

The purpose of this study was to investigate the influence of the reader's familiarity with the content and the influence of density of text on reading comprehension. Ninety fifth-grade students whose reading levels were between 4.5 and 5.5 participated in the study. Two science texts were chosen: one labeled "familiar" based on the assumption of prior knowledge of the topic, and the other "unfamiliar" because knowledge of the topic was unlikely. Each text was prepared in two cohesive versions, low density and high density. The low density version (more explicit) had a majority of lexical cohesive elements while the high density version (more implicit) had the cohesive elements of reference, substitution, and ellipsis in addition to lexical cohesion. Participants were presented with both a familiar and unfamiliar text in either the low or high density version. Comprehension of each text was assessed by a measure consisting of 12 questions: 4 textually explicit, 5 textually implicit, 2 scriptally explicit, and 1 scriptally implicit question. The following research questions were asked: (1) What is the relation between familiarity of content and comprehension of expository text? (2) What is the relation between density of text and comprehension? (3) Is there an interaction between density of text and familiarity of content on comprehension?

An analysis of variance with a repeated measure on one factor (familiarity) was performed on the comprehension scores. The main effects were familiarity of content and density of text. Only the main effect for familiarity was significant $F(1, 88) = 31.95, p < .01$. There was no significant interaction between density and familiarity.

Additional analysis revealed significant correlations between children's expressed prior knowledge and comprehension scores on both the familiar and unfamiliar low density texts but only for the unfamiliar text in the high density condition. All the participants expressed some information about the topic of the familiar text, while only 70% offered some information about the unfamiliar topic. A majority of the students chose the familiar text as easier to understand.

The results show that prior knowledge of the content had a positive influence on comprehension but that two different aspects of prior knowledge may be operating: (1) familiarity with the context of the topic and (2) more formal knowledge of the concepts of the topic.

Analysis of the responses to the different types of questions revealed that there was no clear pattern related to density and type of question.

THE DEVELOPMENT OF CHILDREN'S SENSITIVITY TO FACTORS INFLUENCING VOWEL DIGRAPH READING

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There is evidence that adults' selection of pronunciation for vowel digraph units is based upon the most frequent pronunciation associated with the vowel digraph-final consonant unit, and further that adult readers are sensitive to the uniformity of pronunciation of the medial vowel-final letter unit. While the final consonant context has been shown to have some effect on children's pronunciation selection for vowel digraphs, the effects on word reading accuracy of the frequency of occurrence of the vowel digraph-final consonant structure and the uniformity of pronunciation of that structure in real words (i.e., the orthographic neighborhood consistency) have not been examined.

The present study examined the development of young readers' use of this context. In the first experiment, first, third, and fifth grade children were required to read aloud high and low frequency words containing vowel digraph units with variant and invariant pronunciations. Words containing vowel digraph units with variant pronunciations were further categorized by the consistency of their orthographic neighborhood.

The data indicate that word reading accuracy of the first graders was affected by word frequency, but not by variation in pronunciation of the vowel digraph unit. Word reading accuracy of the third and and fifth graders was also affected by frequency, but these older readers read low frequency words containing vowel digraph units with invariant pronunciations with accuracy comparable to that obtained for the high frequency words. Low frequency words containing vowel digraphs with variant pronunciations were a significant source of error for the older readers. However, when these low frequency words were further categorized by the consistency of their orthograhic neighborhood, only the low frequency words from inconsistent orthographic neighborhoods were a source of error.

In the second experiment, pseudoword stimulus items were used to examine the effect of the initial word segment on vowel pronunciation. Results of this experiment provide support for the influence of the vowel digraph-final consonant unit in determining pronunciations. This was indicated by limited variability in pronunciation of pseudowords ending in particular vowel digraph-final consonant units from consistent orthographic neighborhoods. In instances where there was variability in pronunciation, the influence of the initial consonant-vowel digraph structure appeared to account for most of the variability.

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